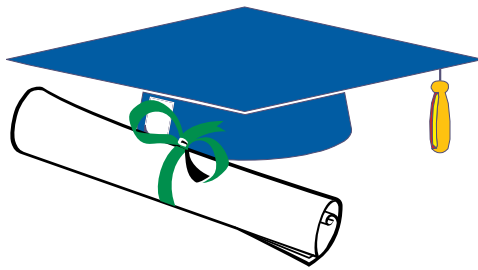


# **Reporting 2001 CAHSEE Results to the Media**



## **Assistance Packet for Districts/Counties**

prepared by the  
**Standards and Assessment Division  
California Department of Education**

**July 2001**



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# GUIDELINES FOR REPORTING 2001 CAHSEE RESULTS TO THE MEDIA

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The new California High School Exit Examination (CAHSEE) represents a major milestone for public education. Results of California's first effort to require students to pass a state test to receive their high school diploma will draw a great deal of media attention. The ability of schools, districts, and county administrators to respond proactively to media inquiries about local CAHSEE results for the spring 2001 administration will be crucial in developing a foundation of understanding about this exam. The following guidelines are for district and county personnel responsible for working with the media.

## Advance Preparation

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- Prepare a local news release and any camera-ready graphs or charts that you would like the media to use. Make sure the release includes a brief statement about what is currently being done to:
  - align curriculum and instruction to state content standards in your district(s)/schools (K–12)
  - ensure that all students will have the knowledge and skills to pass the CAHSEE
- Organize a CAHSEE fact sheet for the district and its high schools (or county) that includes:
  - the number of ninth grade students enrolled at each high school in spring 2001
  - the number of English learners and students in special education and other special programs at each high school and the number who took the CAHSEE in spring 2001
  - results of student achievement data other than the CAHSEE (e.g., district-initiated tests; STAR, PSAT, SAT, and/or AP results; number of Golden State Examination scholars; National Merit Scholar winners; statewide winners of the Governor's Scholars awards)
  - a profile of the graduating class of 2001 (e.g., percent of students entering colleges and universities, military appointments, total dollars in scholarships and awards, number of 4.0 and 3.0 students)
  - other information that is helpful in providing a district/school profile of student achievement



- Develop brief talking points about the 2001 CAHSEE results at the district, school(s), and/or county to assist in media interviews.

## **Some Questions Local Media May Ask\***

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- How many ninth graders at your school(s) (in the district/county) took the CAHSEE in spring 2001? What percent of the ninth graders enrolled at your school(s) last spring took the exam?
- How many students in special education took the CAHSEE? Were any testing accommodations provided? If so, what?
- How can you explain the CAHSEE results your school(s) received?
- How can you explain the difference (if any) between results on the STAR tests and the CAHSEE?
- Do you feel the CAHSEE results accurately reflect student achievement at your school(s)? Why or why not?
- What did your school(s) do last year to help students prepare for the CAHSEE? What are you doing this year?
- What is being done to implement state content standards at your school(s)?
- What is planned to help students who took the CAHSEE last spring but did not pass one or both parts?
- How can students, parents, and community members get answers to questions about the CAHSEE and the 2001 results?

## **Media Contact**

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- Determine who in the district/county will handle media requests about the CAHSEE.
- Establish a process and schedule for working with media covering the CAHSEE results.
- Schedule briefings with local editorial boards and education writers to develop an understanding about the CAHSEE before the Internet report is posted.

\*See pages 8 and 9 for questions and answers for the media.



# REPORTING/PUBLIC RELEASE DATES FOR CAHSEE 2001 TEST RESULTS

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**July 19 & 23**

Reporting CAHSEE 2001 results briefing for districts/counties (*Reporting 2001 CAHSEE Results to Parents/Guardians Assistance Packet for Districts/Schools, Reporting 2001 CAHSEE Results to the Media Assistance Packet for Districts/Counties, and California High School Exit Examination Parent Notification Assistance Packet for Districts and Schools 2001–2002* provided at the briefings)  
July 19—Burbank; July 23—Sacramento

**July 26**

*Reporting 2001 CAHSEE Results to Parents/Guardians Assistance Packet for Districts/Schools, California High School Exit Examination Parent Notification Assistance Packet for Districts and Schools 2001–2002, and Reporting 2001 CAHSEE Results to the Media Assistance Packet for Districts/Counties* distributed to districts, county offices, and major educational organizations, and posted on the Internet

**August 7 and 8**

Training-of-Trainer sessions (North-South) to spotlight CAHSEE Teacher Guides Part II and plan teacher training and communications for the 2001–2002 administration

**August 14–16**

CAHSEE presentations about reporting 2001 results and 2002 administration at School's In, Sacramento

**By August 15**

Individual score reports for participating ninth graders received by districts for distribution to parents/students

**August 21**

CAHSEE Teacher Guides Part II for English-Language Arts and Mathematics (staff development guidelines for using CAHSEE 2001 results and released test items) distributed to districts, county offices, and major educational organizations, and posted on the Internet



<b>August 21</b>	Addendum to CAHSEE Teacher Guide Part II: English-Language Arts (student work for 2001 writing with teacher commentary) distributed to districts, county offices, and major educational organizations, and posted on the Internet
<b>August 29</b>	Paper copy of preliminary group reports received by districts for review
<b>September 5</b>	CD-ROM of individual results received by districts and counties
<b>September</b>	Press briefings for the media only. Press briefing packet provided at briefings
<b>September</b>	Press briefing packet posted on the Internet
<b>September 14</b>	CAHSEE 2001 school, district, county, and state results posted on the Internet  Press release on CAHSEE 2001 results distributed to media, districts, county offices, and posted on the Internet



# FACTS ABOUT THE CALIFORNIA HIGH SCHOOL EXIT EXAMINATION

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- State law (Senate Bill 2), passed in 1999, authorized the development of the California High School Exit Examination (CAHSEE) that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.
- The purpose of the CAHSEE is to help ensure that students who graduate from high school can demonstrate competency in state content standards for reading, writing, and mathematics.

## Student Participation

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- Beginning in spring 2001, ninth-grade students could, but were not required to, take the exam. Beginning in 2001–02, all tenth-grade students must take the CAHSEE, except those students who took it in spring 2001 and passed both parts. Students will be given additional opportunities each year to retake the exam. Only the part(s) not passed must be taken again.
- Passing the exam may be delayed for English learners up to 24 calendar months from enrollment in the California public school system. The students must complete six months of instruction in reading, writing, and comprehension in English during this period. Then these students must pass the CAHSEE in English to receive their high school diploma.
- Students with exceptional needs must pass the CAHSEE to receive their high school diploma. The CAHSEE may be administered with appropriate accommodations, where necessary.
- Beginning with the 2000–01 school year and each school year thereafter, districts are required to send notification about the CAHSEE to parents/guardians and students at the beginning of the first semester or quarter of the regular school term.

## Test Content/Format

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- The English-language arts part of the CAHSEE addresses state content standards through grade 10. The exam consists of multiple-choice questions and written essays. The reading portion covers vocabulary, informational reading, and literary reading. The writing portion covers writing strategies, applications, and conventions. The exam has a written response to literature or an informational passage and another written response to a writing prompt.



- The mathematics part of the CAHSEE addresses state content standards through algebra I. It includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students also must demonstrate a strong foundation in arithmetic, including working with decimals, fractions, and percents. The math exam consists of all multiple-choice questions.

## Reporting/Using Results

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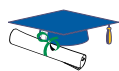
- When districts receive individual results of the CAHSEE, they are to distribute these reports to parents/guardians. Group results are to be posted annually on the Internet.
- Districts must provide supplemental instruction aligned to the state content standards to assist students who do not pass the exam. This is to include summer school for seniors who do not pass.
- The law authorizing the CAHSEE states that after initial administrations of the exit examination, the State Board of Education, in consultation with the State Superintendent of Public Instruction, shall study the appropriateness of other criteria by which high school students may demonstrate their competency and receive a high school diploma.

## More Information

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- Additional information about the CAHSEE is posted on the California Department of Education web site at <http://www.cde.ca.gov/statetests/hsee/hsee.html> (Internet).





# CALIFORNIA HIGH SCHOOL EXIT EXAMINATION 2001–02

## Questions and Answers for the Media

### **What is the California High School Exit Examination (CAHSEE)?**

State law (Senate Bill 2), passed in 1999, authorized the development of the California High School Exit Examination (CAHSEE) that students in California public schools will have to pass to receive a high school diploma, beginning with the graduating class of 2004.

### **What is the purpose of the CAHSEE?**

The purpose of the CAHSEE is to improve student achievement in high school. It also is to help ensure that students who graduate from high school can demonstrate competency in the content standards for English-language arts and mathematics, adopted by the State Board of Education.

### **Who took the CAHSEE in spring 2001?**

Volunteer students in grade 9 took the CAHSEE. In spring 2002, students in grade 10, who did not take the exam or took it but did not pass one or both parts, will participate in the second administration of the CAHSEE. The exam again will be voluntary for ninth graders.

### **Did English learners take the CAHSEE?**

Yes. Participation in the spring 2001 CAHSEE was voluntary.

### **Did students with exceptional needs take the CAHSEE?**

Yes. Volunteer students with exceptional needs took the CAHSEE. The exam was to have been administered with appropriate accommodations, where necessary.

### **What if a ninth grader did not take the test?**

Ninth graders who did not take the CAHSEE will have additional opportunities in grades 10 through 12.

### **Who decided what the 2001 CAHSEE should cover?**

A High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, reviewed state content standards in English-language arts and mathematics and identified standards they felt students should master to graduate from high school. Identified standards went through public review and hearings and additional reviews by content and technical committees. Questions for the CAHSEE, based on the selected standards, were developed, reviewed, and then field tested to make sure they were

of the highest quality. The CAHSEE for 2001 was approved by the State Board in December 2000. It is divided into two parts: English-language arts and mathematics.

### **What did the English-language arts part of the test cover?**

The English-language arts part of the CAHSEE addressed state content standards through grade 10. It consisted of multiple-choice questions and two written essays. The reading part of the test covered vocabulary, informational reading, and literary reading. This section included 50% literary texts and 50% informational texts. The texts were grade appropriate and accessible to students in grade 10 who perform at a basic level.

The writing section covered writing strategies, applications, and conventions. In addition to the multiple-choice questions, there was one written response to literature or an informational passage and another written response to a writing prompt.

### **What did the mathematics part of the test cover?**

The mathematics part of the CAHSEE addressed the state content standards through algebra 1. The mathematics exam included statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students also were asked to demonstrate a strong foundation in arithmetic, including working with decimals, fractions, and percents. The mathematics part of the exam consisted of all multiple-choice items.

### **How was it determined that the content of mathematics through algebra I be tested?**

The mathematics standards at grades 8 through 12 are organized by discipline rather than by grade level. Many schools and districts are just beginning to implement the standards. It was recommended, therefore, that the first administration of the CAHSEE address mathematics through algebra I. More advanced algebra and geometry may be covered in future years.

### **When will 2001 CAHSEE results be released to the public?**

The public release of 2001 CAHSEE results for schools, districts, counties, and the state is scheduled to be posted on the CAHSEE web site at <http://cahsee.cde.ca.gov> on September 14, 2001. CAHSEE results for students are confidential and are not included in the Internet posting.



# CALIFORNIA HIGH SCHOOL EXIT EXAMINATION 2001–02

## Questions and Answers for the Media

### **How can media representatives get the CAHSEE results?**

The only direct source for the CAHSEE results is the Internet report. Files can be downloaded; instructions for downloading are included in this packet. Data disk files will not be available.

### **What reports will be on the Internet?**

The Internet reports will include 2001 CAHSEE results for schools, districts, counties, and the state. Results will be reported:

- for all students tested
- for males, females
- by race/ethnicity
- by language fluency
- by economic status
- by special education program participation

### **What scores will be reported on the Internet reports?**

Scores for English-language arts and mathematics will show:

- number of students tested
- number and percent of students who passed
- number and percent of students who did not pass
- mean scale score

Additional scores for mathematics will include the average percent correct for the following strands:

- probability and statistics
- number sense
- algebra and functions
- measurement and geometry
- algebra I

Additional scores for English-language arts will include the average percent correct for:

### **Reading**

- word analysis
- reading comprehension
- literary response and analysis

### **Writing**

- writing strategies
- writing conventions

The writing applications strand provides an average score for each student essay. The score ranges from 1 to 4, with 4 being the highest. Each student essay received two scores that were averaged for the score report. The writing applications counted for 30 percent of the English-language arts score.

### **What is a mean scale score?**

A mean scale score for the CAHSEE ranges from approximately 250 to 450. This type of score is used for reporting group CAHSEE results to provide a more precise measurement and to assure that tests given at different times are comparable. The CAHSEE provides scale scores for individual students and a mean or average scale score for groups of students.

### **How can media representatives see the CAHSEE questions that were administered?**

Sample questions from the 2001 administration of the CAHSEE are posted at <http://www.cde.ca.gov/statetests/hsee/hsee.html> on the Internet.

### **What happens if students don't pass the CAHSEE?**

Students will be able to retake the examination until the English-language arts and mathematics parts are passed. They will retake only that part not passed. Districts and/or schools will provide additional instruction to assist students who do not pass the exam. Summer school programs, including summer school for seniors who do not pass the exam, also will be provided.

### **For more information...**

Questions about the 2001 CAHSEE results should be directed to the Standards and Assessment Division of the CDE at 916-657-3011 (phone) or 916-657-4964 (fax). Additional information can be obtained at <http://www.cde.ca.gov/statetests/hsee/hsee.html> on the Internet.



# SAMPLE INTERNET REPORTS FOR 2001 CAHSEE

## School Report—English-Language Arts Demographic Summary for All Students Tested

SCHOOL: 0000000 - EXAMPLE HIGH SCHOOL DISTRICT: 00000 - EXAMPLE SCHOOL DISTRICT COUNTY: 00 - EXAMPLE COUNTY OFFICE OF ED TEST DATE: 03/07/01 NUMBER OF STUDENTS TESTED 452 ENROLLED 461	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	READING Average Percent Correct			WRITING Average Percent Correct		WRITING APPLICATIONS <sup>a</sup> Average Score	
							WORD ANALYSIS	READING COMPREHENSION	LITERARY RESPONSE & ANALYSIS	WRITING STRATEGIES	WRITING CONVENTIONS	ESSAY 1	ESSAY 2
ALL STUDENTS TESTED (AVERAGE)	452	271	60%	181	40%	375	90%	54%	42%	82%	38%	3.5	2.5
GRADE													
Ninth	174	104	60%	70	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Tenth	125	75	60%	50	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	80	48	60%	32	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Twelfth	73	44	60%	29	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%	0.0	0.0
GENDER													
Female	217	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	23	14	60%	9	40%	375	90%	54%	42%	82%	38%	3.5	2.5
RACE/ETHNICITY													
American Indian/Alaskan Native	5	---	---	---	---	---	---	---	---	---	---	---	---
Asian/Asian-American	108	65	60%	43	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Black/African-American	68	41	60%	27	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino/Filipino-American	50	30	60%	20	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic/Latino	104	62	60%	42	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	9	---	---	---	---	---	---	---	---	---	---	---	---
White	90	54	60%	36	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	18	11	60%	7	40%	375	90%	54%	42%	82%	38%	3.5	2.5
LANGUAGE FLUENCY													
English Learner Students	36	22	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	23	14	60%	9	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only Students	325	195	60%	130	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	23	14	60%	9	40%	375	90%	54%	42%	82%	38%	3.5	2.5
ECONOMIC STATUS													
Economically Disadvantaged Students	185	111	60%	74	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-economically Disadvantaged Students	212	127	60%	85	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	54	33	60%	22	40%	375	90%	54%	42%	82%	38%	3.5	2.5
SPECIAL EDUCATION PROGRAM PARTICIPATION													
Students Receiving Services	2	---	---	---	---	---	---	---	---	---	---	---	---
Students Not Receiving Services	438	263	60%	175	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	11	7	60%	5	40%	375	90%	54%	42%	82%	38%	3.5	2.5

<sup>a</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

--- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/hsee/hsee.html>



# District Report—English-Language Arts Demographic Summary for All Students Tested

DISTRICT: <b>00000 - EXAMPLE SCHOOL DISTRICT</b> COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>03/07/01</b> NUMBER OF STUDENTS TESTED <b>1,804</b> ENROLLED <b>2,085</b>	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	READING Average Percent Correct			WRITING Average Percent Correct		WRITING APPLICATIONS <sup>a</sup> Average Score	
							WORD ANALYSIS	READING COMPREHENSION	LITERARY RESPONSE & ANALYSIS	WRITING STRATEGIES	WRITING CONVENTIONS	ESSAY 1	ESSAY 2
ALL STUDENTS TESTED (AVERAGE)	1,804	1,082	60%	722	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>GRADE</b>													
Ninth	774	464	60%	310	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Tenth	516	310	60%	206	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	366	220	60%	146	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Twelfth	148	89	60%	59	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%	0.0	0.0
<b>GENDER</b>													
Female	866	520	60%	346	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	848	509	60%	339	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	90	54	60%	36	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>RACE/ETHNICITY</b>													
American Indian/Alaskan Native	18	11	60%	7	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Asian/Asian-American	438	260	60%	173	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Black/African-American	271	162	60%	108	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino/Filipino-American	198	119	60%	79	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic/Latino	415	249	60%	166	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	36	22	60%	14	40%	375	90%	54%	42%	82%	38%	3.5	2.5
White	361	216	60%	144	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	72	43	60%	29	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>LANGUAGE FLUENCY</b>													
English Learner Students	144	87	60%	58	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	90	54	60%	36	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	180	108	60%	72	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only Students	1,299	779	60%	520	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	90	54	60%	36	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>ECONOMIC STATUS</b>													
Economically Disadvantaged Students	740	444	60%	296	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-economically Disadvantaged Students	848	509	60%	339	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	216	130	60%	87	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>SPECIAL EDUCATION PROGRAM PARTICIPATION</b>													
Students Receiving Services	9	---	---	---	---	---	---	---	---	---	---	---	---
Students Not Receiving Services	1,750	1,050	60%	700	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	45	27	60%	18	40%	375	90%	54%	42%	82%	38%	3.5	2.5

<sup>a</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

--- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/hsee/hsee.html>



# District Report—English-Language Arts Roster for All Schools in District

DISTRICT: <b>00000 - EXAMPLE SCHOOL DISTRICT</b> COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>03/07/01</b> NUMBER OF STUDENTS TESTED: <b>1,804</b> ENROLLED: <b>2,085</b>	SCHOOL CDS CODE	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	MEAN SCALE SCORE	READING			WRITING		WRITING APPLICATIONS*	
						Average Percent Correct			Average Percent Correct		Average Score	
						WORD ANALYSIS	READING COMPREHENSION	LITERARY RESPONSE & ANALYSIS	WRITING STRATEGIES	WRITING CONVENTIONS	ESSAY 1	ESSAY 2
ALL STUDENTS TESTED (AVERAGE)		1,804	1,242	69%	403	84%	73%	64%	82%	69%	2.9	2.5
<b>ROSTER</b>												
EXAMPLE HIGH SCHOOL	0000001	452	271	60%	375	90%	54%	42%	82%	38%	3.5	2.5
GOODMAN HIGH SCHOOL	3480564	354	106	30%	340	50%	29%	17%	73%	31%	2.0	1.5
MERCER HIGH SCHOOL	3503487	200	180	90%	450	90%	100%	83%	91%	100%	3.0	3.0
PAYTON HIGH SCHOOL	6842796	148	112	76%	398	90%	83%	79%	73%	85%	2.5	2.0
WEST HIGH SCHOOL	9805776	650	572	88%	450	100%	96%	100%	91%	92%	3.5	3.5
ETC...												

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

--- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/hsee/hsee.html>



# County Report—English-Language Arts Demographic Summary for All Students Tested

COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>03/07/01</b> NUMBER OF STUDENTS TESTED <b>18,805</b> ENROLLED <b>20,187</b>	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	READING Average Percent Correct			WRITING Average Percent Correct		WRITING APPLICATIONS <sup>a</sup> Average Score	
							WORD ANALYSIS	READING COMPREHENSION	LITERARY RESPONSE & ANALYSIS	WRITING STRATEGIES	WRITING CONVENTIONS	ESSAY 1	ESSAY 2
ALL STUDENTS TESTED (AVERAGE)	18,805	11,283	60%	7,522	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>GRADE</b>													
Ninth	6,810	4,086	60%	2,724	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Tenth	5,678	3,407	60%	2,271	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Eleventh	4,813	2,888	60%	1,925	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Twelfth	1,504	902	60%	602	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%	0.0	0.0
<b>GENDER</b>													
Female	9,026	5,416	60%	3,611	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Male	8,838	5,302	60%	3,536	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	940	564	60%	376	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>RACE/ETHNICITY</b>													
American Indian/Alaskan Native	188	113	60%	75	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Asian/Asian-American	4,913	2,708	60%	1,805	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Black/African-American	2,821	1,692	60%	1,128	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Filipino/Filipino-American	2,069	1,241	60%	827	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Hispanic/Latino	4,325	2,595	60%	1,730	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Pacific Islander	376	226	60%	150	40%	375	90%	54%	42%	82%	38%	3.5	2.5
White	3,761	2,257	60%	1,504	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	752	451	60%	301	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>LANGUAGE FLUENCY</b>													
English Learner Students	1,504	903	60%	602	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Initially Fluent English Proficient (IFEP)	940	564	60%	376	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Redesignated Fluent English Proficient (RFEP)	1,881	1,128	60%	752	40%	375	90%	54%	42%	82%	38%	3.5	2.5
English Only Students	13,540	8,124	60%	5,416	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	940	564	60%	376	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>ECONOMIC STATUS</b>													
Economically Disadvantaged Students	7,710	4,626	60%	3,084	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Non-economically Disadvantaged Students	8,838	5,303	60%	3,535	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	2,257	1,354	60%	903	40%	375	90%	54%	42%	82%	38%	3.5	2.5
<b>SPECIAL EDUCATION PROGRAM PARTICIPATION</b>													
Students Receiving Services	94	56	60%	38	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Students Not Receiving Services	18,241	10,945	60%	7,296	40%	375	90%	54%	42%	82%	38%	3.5	2.5
Unknown	470	282	60%	188	40%	375	90%	54%	42%	82%	38%	3.5	2.5

<sup>a</sup> Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

--- To protect privacy, no results for any group with fewer than 11 students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/statetests/hsee/hsee.html>



# County Report—English-Language Arts Roster for All Districts in County

COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>03/07/01</b> NUMBER OF STUDENTS TESTED <b>18,805</b> ENROLLED <b>20,187</b>	DISTRICT CDS CODE	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	MEAN SCALE SCORE	READING Average Percent Correct			WRITING Average Percent Correct		WRITING APPLICATIONS* Average Score	
						WORD ANALYSIS	READING COMPREHENSION	LITERARY RESPONSE & ANALYSIS	WRITING STRATEGIES	WRITING CONVENTIONS	ESSAY 1	ESSAY 2
ALL STUDENTS TESTED (AVERAGE)		18,805	11,311	60%	402	85%	74%	67%	80%	72%	2.8	2.4
<b>ROSTER</b>												
EXAMPLE SCHOOL DISTRICT	34567	1,804	271	60%	375	90%	54%	42%	82%	38%	3.5	2.5
CENTRAL CITY UNIFIED SCHOOL DISTRICT	57618	5,678	1,703	30%	340	50%	29%	17%	73%	31%	2.0	1.5
NORTH UNIFIED SCHOOL DISTRICT	35198	4,789	4,310	90%	450	90%	100%	83%	91%	100%	3.0	3.0
SOUTHEAST UNIFIED SCHOOL DISTRICT	64187	3,528	2,681	76%	398	90%	83%	79%	73%	85%	2.5	2.0
WESTERN UNIFIED SCHOOL DISTRICT	64187	2,502	1,902	76%	398	90%	83%	79%	73%	85%	2.5	2.0
COUNTY SCHOOL A	35419	504	444	88%	450	100%	96%	100%	91%	92%	3.5	3.5
ETC...												

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above. The Writing Applications score counts as 30% of the total English-Language Arts score.

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# School Report—Mathematics

## Demographic Summary for All Students Tested

SCHOOL: <b>000000 - EXAMPLE HIGH SCHOOL</b> DISTRICT: <b>00000 - EXAMPLE SCHOOL DISTRICT</b> COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>3/13/01</b> NUMBER OF STUDENTS TESTED <b>452</b> ENROLLED <b>461</b>	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	STRANDS FOR MATHEMATICS				
							Average Percent Correct				
							PROBABILITY & STATISTICS	NUMBER SENSE	ALGEBRA & FUNCTIONS	MEASUREMENT & GEOMETRY	ALGEBRA 1
ALL STUDENTS TESTED (AVERAGE)	452	271	60%	181	40%	375	92%	68%	53%	61%	92%
<b>GRADE</b>											
Ninth	174	104	60%	70	40%	375	92%	68%	53%	61%	92%
Tenth	125	75	60%	50	40%	375	92%	68%	53%	61%	92%
Eleventh	80	48	60%	32	40%	375	92%	68%	53%	61%	92%
Twelfth	73	44	60%	29	40%	375	92%	68%	53%	61%	92%
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%
<b>GENDER</b>											
Female	217	130	60%	87	40%	375	92%	68%	53%	61%	92%
Male	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	23	14	60%	9	40%	375	92%	68%	53%	61%	92%
<b>RACE/ETHNICITY</b>											
American Indian/Alaskan Native	5	---	---	---	---	---	---	---	---	---	---
Asian/Asian-American	108	65	60%	43	40%	375	92%	68%	53%	61%	92%
Black/African-American	68	41	60%	27	40%	375	92%	68%	53%	61%	92%
Filipino/Filipino-American	50	30	60%	20	40%	375	92%	68%	53%	61%	92%
Hispanic/Latino	104	62	60%	42	40%	375	92%	68%	53%	61%	92%
Pacific Islander	9	---	---	---	---	---	---	---	---	---	---
White	90	54	60%	36	40%	375	92%	68%	53%	61%	92%
Unknown	18	11	60%	7	40%	375	92%	68%	53%	61%	92%
<b>LANGUAGE FLUENCY</b>											
English Learner Students	36	22	60%	14	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	23	14	60%	9	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
English Only Students	325	195	60%	130	40%	375	92%	68%	53%	61%	92%
Unknown	23	14	60%	9	40%	375	92%	68%	53%	61%	92%
<b>ECONOMIC STATUS</b>											
Economically Disadvantaged Students	185	111	60%	74	40%	375	92%	68%	53%	61%	92%
Non-economically Disadvantaged Students	212	127	60%	85	40%	375	92%	68%	53%	61%	92%
Unknown	54	33	60%	22	40%	375	92%	68%	53%	61%	92%
<b>SPECIAL EDUCATION PROGRAM PARTICIPATION</b>											
Students Receiving Services	2	---	---	---	---	---	---	---	---	---	---
Students Not Receiving Services	438	263	60%	175	40%	375	92%	68%	53%	61%	92%
Unknown	11	7	60%	5	40%	375	92%	68%	53%	61%	92%
--- To protect privacy, no results for any group with fewer than 11 students will be released.  You may obtain copies of selected test questions at your school site or at the following Web site: <a href="http://www.cde.ca.gov/statetests/hsee/hsee.html">http://www.cde.ca.gov/statetests/hsee/hsee.html</a>											





# District Report—Mathematics

## Demographic Summary for All Students Tested

DISTRICT: <b>00000 - EXAMPLE SCHOOL DISTRICT</b> COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>3/13/01</b> NUMBER OF STUDENTS TESTED <b>1,804</b> ENROLLED <b>2,085</b>	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	STRANDS FOR MATHEMATICS				
							Average Percent Correct				
							PROBABILITY & STATISTICS	NUMBER SENSE	ALGEBRA & FUNCTIONS	MEASUREMENT & GEOMETRY	ALGEBRA 1
ALL STUDENTS TESTED (AVERAGE)	1,804	271	15%	181	10%	375	92%	68%	53%	61%	92%
<b>GRADE</b>											
Ninth	174	104	60%	70	40%	375	92%	68%	53%	61%	92%
Tenth	125	75	60%	50	40%	375	92%	68%	53%	61%	92%
Eleventh	80	48	60%	32	40%	375	92%	68%	53%	61%	92%
Twelfth	73	44	60%	29	40%	375	92%	68%	53%	61%	92%
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%
<b>GENDER</b>											
Female	866	520	60%	346	40%	375	92%	68%	53%	61%	92%
Male	848	509	60%	339	40%	375	92%	68%	53%	61%	92%
Unknown	90	54	60%	36	40%	375	92%	68%	53%	61%	92%
<b>RACE/ETHNICITY</b>											
American Indian/Alaskan Native	18	---	---	---	---	---	---	---	---	---	---
Asian/Asian-American	483	260	60%	173	40%	375	92%	68%	53%	61%	92%
Black/African-American	271	162	60%	108	40%	375	92%	68%	53%	61%	92%
Filipino/Filipino-American	198	119	60%	79	40%	375	92%	68%	53%	61%	92%
Hispanic/Latino	415	249	60%	166	40%	375	92%	68%	53%	61%	92%
Pacific Islander	36	---	---	---	---	---	---	---	---	---	---
White	361	216	60%	144	40%	375	92%	68%	53%	61%	92%
Unknown	72	43	60%	29	40%	375	92%	68%	53%	61%	92%
<b>LANGUAGE FLUENCY</b>											
English Learner Students	144	87	60%	58	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	90	54	60%	36	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	180	108	60%	72	40%	375	92%	68%	53%	61%	92%
English Only Students	1,299	779	60%	520	40%	375	92%	68%	53%	61%	92%
Unknown	90	54	60%	36	40%	375	92%	68%	53%	61%	92%
<b>ECONOMIC STATUS</b>											
Economically Disadvantaged Students	740	444	60%	296	40%	375	92%	68%	53%	61%	92%
Non-economically Disadvantaged Students	848	509	60%	339	40%	375	92%	68%	53%	61%	92%
Unknown	216	130	60%	87	40%	375	92%	68%	53%	61%	92%
<b>SPECIAL EDUCATION PROGRAM PARTICIPATION</b>											
Students Receiving Services	9	---	---	---	---	---	---	---	---	---	---
Students Not Receiving Services	1,750	1,050	60%	700	40%	375	92%	68%	53%	61%	92%
Unknown	45	27	60%	18	40%	375	92%	68%	53%	61%	92%
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# District Report—Mathematics Roster for All Schools in District

DISTRICT: <b>00000 - EXAMPLE SCHOOL DISTRICT</b> COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>3/13/01</b> NUMBER OF STUDENTS TESTED: <b>1,804</b> ENROLLED: <b>2,085</b>	SCHOOL CDS CODE	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	MEAN SCALE SCORE	STRANDS FOR MATHEMATICS				
						Average Percent Correct				
						PROBABILITY & STATISTICS	NUMBER-SENSE	ALGEBRA & FUNCTIONS	MEASUREMENT & GEOMETRY	ALGEBRA 1
ALL STUDENTS TESTED (AVERAGE)		1,804	1,242	69%	403	87%	75%	62%	61%	72%
<b>ROSTER</b>										
EXAMPLE HIGH SCHOOL	0000001	452	271	60%	375	92%	68%	53%	61%	92%
GOODMAN HIGH SCHOOL	3480564	354	106	30%	340	92%	74%	74%	61%	50%
MERCER HIGH SCHOOL	3503487	200	180	90%	450	83%	79%	68%	61%	58%
PAYTON HIGH SCHOOL	6842796	148	112	76%	398	75%	84%	63%	61%	67%
WEST HIGH SCHOOL	9805776	650	572	88%	450	92%	68%	53%	61%	92%
ETC...										
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# County Report—Mathematics

## Demographic Summary for All Students Tested

COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>3/13/01</b> NUMBER OF STUDENTS TESTED <b>18,805</b> ENROLLED <b>20,187</b>	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	NUMBER NOT PASSED	PERCENT NOT PASSED	MEAN SCALE SCORE	STRANDS FOR MATHEMATICS				
							Average Percent Correct				
							PROBABILITY & STATISTICS	NUMBER SENSE	ALGEBRA & FUNCTIONS	MEASUREMENT & GEOMETRY	ALGEBRA 1
ALL STUDENTS TESTED (AVERAGE)	18,805	11,283	60%	7,522	40%	375	92%	68%	53%	61%	92%
<b>GRADE</b>											
Ninth	6,810	4,086	60%	2,724	40%	375	92%	68%	53%	61%	92%
Tenth	5,678	3,407	60%	2,271	40%	375	92%	68%	53%	61%	92%
Eleventh	4,813	2,888	60%	1,925	40%	375	92%	68%	53%	61%	92%
Twelfth	1,504	902	60%	602	40%	375	92%	68%	53%	61%	92%
Unknown	0	0	0%	0	0%	0	0%	0%	0%	0%	0%
<b>GENDER</b>											
Female	9,026	5,416	60%	3,611	40%	375	92%	68%	53%	61%	92%
Male	8,838	5,303	60%	3,535	40%	375	92%	68%	53%	61%	92%
Unknown	940	564	60%	376	40%	375	92%	68%	53%	61%	92%
<b>RACE/ETHNICITY</b>											
American Indian/Alaskan Native	188	113	60%	75	40%	375	92%	68%	53%	61%	92%
Asian/Asian-American	4,513	2,708	60%	1,805	40%	375	92%	68%	53%	61%	92%
Black/African-American	2,821	1,692	60%	1,128	40%	375	92%	68%	53%	61%	92%
Filipino/Filipino-American	2,069	1,241	60%	827	40%	375	92%	68%	53%	61%	92%
Hispanic/Latino	4,325	2,595	60%	1,730	40%	375	92%	68%	53%	61%	92%
Pacific Islander	376	226	60%	150	40%	375	92%	74%	74%	61%	50%
White	3,761	2,257	60%	1,504	40%	375	92%	68%	53%	61%	92%
Unknown	752	451	60%	301	40%	375	92%	68%	53%	61%	92%
<b>LANGUAGE FLUENCY</b>											
English Learner Students	1,504	903	60%	602	40%	375	92%	68%	53%	61%	92%
Initially Fluent English Proficient (IFEP)	940	564	60%	376	40%	375	92%	68%	53%	61%	92%
Redesignated Fluent English Proficient (RFEP)	1,881	1,128	60%	752	40%	375	92%	68%	53%	61%	92%
English Only Students	13,540	8,124	60%	5,416	40%	375	92%	68%	53%	61%	92%
Unknown	940	564	60%	376	40%	375	92%	68%	53%	61%	92%
<b>ECONOMIC STATUS</b>											
Economically Disadvantaged Students	7,710	4,626	60%	3,084	40%	375	92%	68%	53%	61%	92%
Non-economically Disadvantaged Students	8,838	5,303	60%	3,535	40%	375	92%	68%	53%	61%	92%
Unknown	2,257	1,354	60%	903	40%	375	92%	68%	53%	61%	92%
<b>SPECIAL EDUCATION PROGRAM PARTICIPATION</b>											
Students Receiving Services	94	56	60%	38	40%	375	92%	68%	53%	61%	92%
Students Not Receiving Services	18,241	10,945	60%	7,296	40%	375	92%	68%	53%	61%	92%
Unknown	470	282	60%	188	40%	375	92%	68%	53%	61%	92%
<p>--- To protect privacy, no results for any group with fewer than 11 students will be released.</p> <p>You may obtain copies of selected test questions at your school site or at the following Web site: <a href="http://www.cde.ca.gov/statetests/hsee/hsee.html">http://www.cde.ca.gov/statetests/hsee/hsee.html</a></p>											



# County Report—Mathematics Roster for All Districts in County

COUNTY: <b>00 - EXAMPLE COUNTY OFFICE OF ED</b> TEST DATE: <b>3/13/01</b> NUMBER OF STUDENTS TESTED: <b>18,805</b> ENROLLED: <b>20,187</b>	DISTRICT CDS CODE	NUMBER TESTED	NUMBER PASSED	PERCENT PASSED	MEAN SCALE SCORE	STRANDS FOR MATHEMATICS				
						Average Percent Correct				
						PROBABILITY & STATISTICS	NUMBER SENSE	ALGEBRA & FUNCTIONS	MEASUREMENT & GEOMETRY	ALGEBRA 1
ALL STUDENTS TESTED (AVERAGE)		18,301	11,168	61%	403	87%	75%	62%	61%	72%
<b>ROSTER</b>										
EXAMPLE SCHOOL DISTRICT	34567	1,804	271	60%	375	92%	68%	53%	61%	92%
CENTRAL CITY UNIFIED SCHOOL DISTRICT	57618	5,678	1,703	30%	340	92%	74%	74%	61%	50%
NORTH UNIFIED SCHOOL DISTRICT	35198	4,789	4,310	90%	450	83%	79%	68%	61%	58%
SOUTHEAST UNIFIED SCHOOL DISTRICT	64187	3,528	2,681	76%	398	75%	84%	63%	61%	67%
WESTERN UNIFIED SCHOOL DISTRICT	64187	2,502	2,202	88%	450	92%	68%	53%	61%	92%
COUNTY SCHOOL A	35419	504	444	88%	450	83%	79%	68%	61%	58%
ETC...										
--- To protect privacy, no results for any group with fewer than 11 students will be released.  You may obtain copies of selected test questions at your school site or at the following Web site: <a href="http://www.cde.ca.gov/statetests/hsee/hsee.html">http://www.cde.ca.gov/statetests/hsee/hsee.html</a>										



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# INTERNET POSTING OF 2001 CAHSEE RESULTS

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The Internet aggregate reports will:

- be accessible through the CAHSEE web site at <http://cahsee.cde.ca.gov> or the California Department of Education web site at <http://www.cde.ca.gov> (Internet)
- allow searching for results by county, district, or school name
- display CAHSEE test results for English-language arts and mathematics for the state, counties, districts, and schools for all students who took the exam
- include aggregate CAHSEE results for students by grade (9–12), gender, race/ethnicity, language fluency, economic status, and special education program participation
- include CAHSEE results for:
  - English-language arts; including number of students tested, number passed, percent passed, mean scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and average score for writing applications.
  - mathematics; including number of students tested, number passed, percent passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and algebra 1).



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# INSTRUCTIONS FOR DOWNLOADING THE INTERNET REPORTS

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Aggregate research files for the CAHSEE will be available in tab delimited and fixed length ASCII formats. In addition to a statewide file, the files will be grouped into counties. Each of the 10 county group files will contain the school, district, and county records associated with the counties in that file. The statewide file will contain all of the school, district, and county records for the state in addition to a statewide record (Because the statewide file is substantially larger than the county files, the download time will be much greater than for the county files).

Each file will be compressed into a self-extracting file. A statewide non-self-extracting compressed file will be available for Macintosh users. Instructions for downloading the Internet reports are as follows:

1. Check your application software manuals to verify the record format that best suits your needs.
2. From the CAHSEE web site (<http://cahsee.cde.ca.gov>), select Downloadable Data from the left sidebar.
3. From the list of 10 county groups, select a county group containing the school, district, and/or county data you would like to download. You may also select the statewide file.
4. Select the icon for the preferred file format: tab delimited or fixed format. Follow the system directions that appear on your screen. The file will automatically download as a self-extracting compressed file (Winzip 8.0). These compressed research files may require both significant download time and hard drive storage on your computer. You may need to consult documentation for your web browser and system to select a download location on your hard drive.
5. Uncompress the file. The files are compressed and self-extracting. Once downloaded, these self-extracting files may be run by double-clicking on the file.

For Macintosh users, a statewide non-self-extracting compressed file is provided. These files are compressed using Winzip 8.0 and require compression software to uncompress the file in a Macintosh environment. An evaluation copy of Stuffit Expander 5.5 is available at no cost at <http://www.aladdinsys.com/expander/>.

6. Follow the directions in your application software manuals to open the file in your database, spreadsheet, or other program.
7. A description of the format of the fixed format ASCII and tab delimited research files follows.



## CAHSEE Aggregate Results: Tab Delimited File Layout

Field Description	Corresponding Database Field	Acceptable Values
County Code	CountyCode	alpha
District Code	DistrictCode	alpha
Charter Number (only populated for Independent Charters)	CharterNumber	alpha
School Code	SchoolCode	alpha
County Name	CountyName	alpha
District Name	DistrictName	alpha
School Name	SchoolName	alpha
Record Type	RecordType	04=State 05=County 06=District 07=School 95=County non-public/independent charters
Summary Type	SummaryType	01=All Students Tested 02=Grade 9 03=Grade 10 04=Grade 11 05=Grade 12 06=Grade Unknown 07=Female 08=Male 09=Gender Unknown 10=American Indian/Alaskan Native 11=Asian/Asian-American 12=Black/African-American 13=Filipino/Filipino-American 14=Hispanic/Latino 15=Pacific Islander 16=White 17=Race/Ethnicity Unknown 18=English Only Students 19=Initially Fluent English Proficient Students 20=Redesignated Fluent English Proficient (R-FEP) Students 21=English Learner (EL) Students 22=Language Fluency Unknown 23=Economically Disadvantaged Students 24=Non-Economically Disadvantaged Student 25=Economic Status Unknown 26=Students Receiving Special Education Services 27=Students Not Receiving Special Education Services 28=Special Education Program Participation Unknown



Field Description	Corresponding Database Field	Acceptable Values
Math Test Date	MathTestDate	mm/dd/yy
Math Enrollment	MathEnrollment	0 – 99999999
Math Number Tested	MathNumberTested	0 – 99999999
Math Number Passed	MathNumberPassed	0 – 99999999
Math Percent Passed	MathPercentPassed	0-100
Math Number Not Passed	MathNumberNotPassed	0 – 99999999
Math Percent Not Passed	MathPercentNotPassed	0-100
Math Mean Scale Score	MathMeanScaleScore	250-450
Math Percent Correct Probability & Statistics	MathPctCorrPS	0-100
Math Percent Correct Number Sense	MathPctCorrNS	0-100
Math Percent Correct Algebra & Functions	MathPctCorrAF	0-100
Math Percent Correct Measurement & Geometry	MathPctCorrMG	0-100
Math Percent Correct Algebra 1	MathPctCorrA1	0-100
ELA Test Date	ELATestDate	mm/dd/yy
ELA Enrollment	ELAEnrollment	0 – 99999999
ELA Number Tested	ELANumberTested	0 – 99999999
ELA Number Passed	ELANumberPassed	0 – 99999999
ELA Percent Passed	ELAPercentPassed	0-100
ELA Number Not Passed	ELANumberNotPassed	0 – 99999999
ELA Percent Not Passed	ELAPercentNotPassed	0-100
ELA Mean Scale Score	ELAMeanScaleScore	250-450
ELA Percent Correct Word Analysis	ELAPercentCorrectWA	0-100
ELA Percent Correct Reading Comprehension	ELAPercentCorrectRC	0-100
ELA Percent Correct Literary Response & Analysis	ELAPercentCorrectLA	0-100
ELA Percent Correct Writing Strategies	ELAPercentCorrectWS	0-100
ELA Percent Correct Writing Conventions	ELAPercentCorrectWC	0-100
ELA Writing Applications Essay 1	ELAWritingApplicEssay1	0.0 - 4.0
ELA Writing Applications Essay 2	ELAWritingApplicEssay2	0.0 - 4.0





## CAHSEE Aggregate Results: Fixed Length File Layout

Start position	Length	Field Description	Corresponding Database Field	Acceptable Values
1	2	County CDS Code	CountyCode	Alpha
3	5	District CDS Code	DistrictCode	Alpha
8	3	Charter Number (only populated for Independent Charters)	CharterNumber	Alpha
11	7	School CDS Code	SchoolCode	Alpha
18	20	County Name	CountyName	Alpha
38	20	District Name	DistrictName	Alpha
58	20	School Name	SchoolName	Alpha
78	2	Record Type	RecordType	04=State 05=County 06=District 07=School 95=County non-public/independent charters
80	2	Summary Type	SummaryType	01=All Students Tested 02=Grade 9 03=Grade 10 04=Grade 11 05=Grade 12 06=Grade Unknown 07=Female 08=Male 09=Gender Unknown 10=American Indian/Alaskan Native 11=Asian/Asian-American 12=Black/African-American 13=Filipino/Filipino-American 14=Hispanic/Latino 15=Pacific Islander 16=White 17=Race/Ethnicity Unknown 18=English Only Students 19=Initially Fluent English Proficient Students 20=Redesignated Fluent English Proficient (R-FEP) Students 21=English Learner (EL) Students 22=Language Fluency Unknown 23=Economically Disadvantaged Students 24=Non-Economically Disadvantaged Student 25=Economic Status Unknown 26=Students Receiving Special Education Services 27=Students Not Receiving Special Education Services 28=Special Education Program Participation Unknown



Start position	Length	Field Description	Corresponding Database Field	Acceptable Values
82	6	Math Test Date	MathTestDate	mm/dd/yy
88	8	Math Enrollment	MathEnrollment	0 – 99999999
96	8	Math Number Tested	MathNumberTested	0 – 99999999
104	8	Math Number Passed	MathNumberPassed	0 – 99999999
112	3	Math Percent Passed	MathPercentPassed	0-100
115	8	Math Number Not Passed	MathNumberNotPassed	0 – 99999999
123	3	Math Percent Not Passed	MathPercentNotPassed	0-100
126	3	Math Mean Scale Score	MathMeanScaleScore	250-450
129	3	Math Percent Correct Probability & Statistics	MathPctCorrPS	0-100
132	3	Math Percent Correct Number Sense	MathPctCorrNS	0-100
135	3	Math Percent Correct Algebra & Functions	MathPctCorrAF	0-100
138	3	Math Percent Correct Measurement & Geometry	MathPctCorrMG	0-100
141	3	Math Percent Correct Algebra 1	MathPctCorrA1	0-100
144	6	ELA Test Date	ELATestDate	mm/dd/yy
150	8	ELA Enrollment	ELAEnrollment	0 – 99999999
158	8	ELA Number Tested	ELANumberTested	0 – 99999999
166	8	ELA Number Passed	ELANumberPassed	0 – 99999999
174	3	ELA Percent Passed	ELAPercentPassed	0-100
177	8	ELA Number Not Passed	ELANumberNotPassed	0 – 99999999
185	3	ELA Percent Not Passed	ELAPercentNotPassed	0-100
188	3	ELA Mean Scale Score	ELAMeanScaleScore	250-450
191	3	ELA Percent Correct Word Analysis	ELAPercentCorrectWA	0-100
194	3	ELA Percent Correct Reading Comprehension	ELAPercentCorrectRC	0-100
197	3	ELA Percent Correct Literary Response & Analysis	ELAPercentCorrectLA	0-100
200	3	ELA Percent Correct Writing Strategies	ELAPercentCorrectWS	0-100
203	3	ELA Percent Correct Writing Conventions	ELAPercentCorrectWC	0-100
206	3	ELA Writing Applications Essay 1	ELAWritingApplicEssay1	0.0 – 4.0
209	3	ELA Writing Applications Essay 2	ELAWritingApplicEssay2	0.0 – 4.0



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# SAMPLE TALKING POINTS FOR DISTRICT/COUNTY ADMINISTRATORS

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- Most (some, few) of the ninth graders at our school(s) took the CAHSEE last spring. This was a voluntary option for ninth grade students
- Our first CAHSEE results indicate that our schools are on track in their efforts (need to double their efforts) to increase the academic achievement of all students (Districts/counties should outline key points of the results for each part of the exam).
- Our data about student achievement at our school(s) (at \_\_\_\_\_ school) paint a more positive picture of student achievement than results of the CAHSEE would indicate.
- The best way to prepare students for the CAHSEE is to make sure state content standards are incorporated into classroom instruction across the curriculum at every school.
- We are moving as quickly as text books and other instructional materials are available to implement state content standards, with English-language arts and mathematics as a top priority. Funds and allocated time for staff development are critical to this effort.
- CAHSEE results will be used to identify the knowledge and skills each student, who did not pass one or both parts of the exam, needs to successfully meet this new graduation requirement. Our school staff then will develop individual learning plans to target those needs.
- Our district/county will be working with school staffs in our elementary and middle schools, as well as our high schools, to plan a sequence for instruction that addresses state content standards at every grade level.



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# SAMPLE LOCAL PRESS RELEASE

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“Results of the first California High School Exit Examination (CAHSEE) for the district/county are (are not) consistent with results of other state achievement tests taken by our ninth grade students last spring,” Superintendent \_\_\_\_\_ said today after a preliminary review of results of the state’s new exit exam for high school graduation.

Under current law, students in California public schools must pass the CAHSEE to receive a high school diploma, beginning with the class of 2004. This is in addition to district graduation requirements. In March (May), about \_\_\_\_\_ percent of our district’s (county’s) ninth graders took the CAHSEE as volunteers (briefly describe district/county results here).

Last year’s ninth graders who did not take the CAHSEE or who did not pass one or both parts of the exam, will be required to take it in spring 2002. The CAHSEE again will be voluntary for ninth grade students.

“These results indicate that our schools are on track in their efforts (need to double their efforts) to increase the academic achievement of all students,” \_\_\_\_\_ said.

The CAHSEE addresses state content standards in English-language arts and mathematics. The English-language arts part of the exam addresses content standards through grade 10. The mathematics part addresses content standards through algebra I. Questions for both parts of the exam are in a multiple-choice format, except for two written essays required for English-language arts.

“We are pushing ahead as quickly as time and funding will allow to implement state content standards at every grade level in our elementary, middle, and high schools,” \_\_\_\_\_ added. “California’s content standards are the most rigorous state standards in the nation.”

Students who did not pass the CAHSEE last spring will have several opportunities to take and pass it throughout their high school years.

\_\_\_\_\_ concluded, “School staffs will be working very closely with every student who did not pass the CAHSEE to provide them with the additional instructional assistance they need to be successful.”

Parents who wish to know more about the CAHSEE are advised to contact their student’s school office. Special informational meetings for parents will be announced as soon as the data are finalized.

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